



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12031513
SAU: MSAD 09
School: Academy Hill School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science and Technology Results	10-12

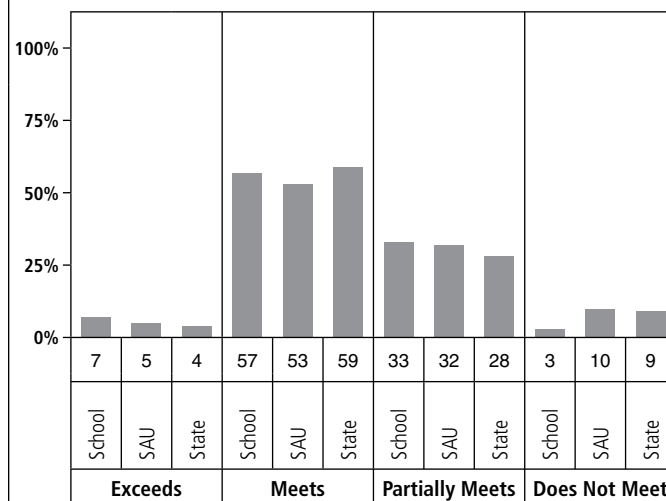
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 09
School: Academy Hill School

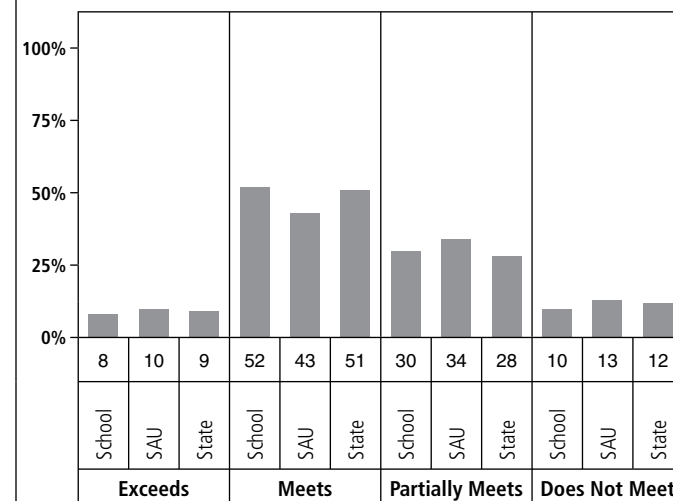
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	446	444	444
2006–2007	446	445	445
2007–2008	447	444	445
Cum. Avg. *	446	444	445
Mathematics			
2005–2006	443	439	444
2006–2007	445	443	445
2007–2008	446	444	445
Cum. Avg. *	445	442	445
Science & Technology			
2005–2006	443	442	444
2006–2007	443	443	444
2007–2008	448	445	444
Cum. Avg. *	445	443	444

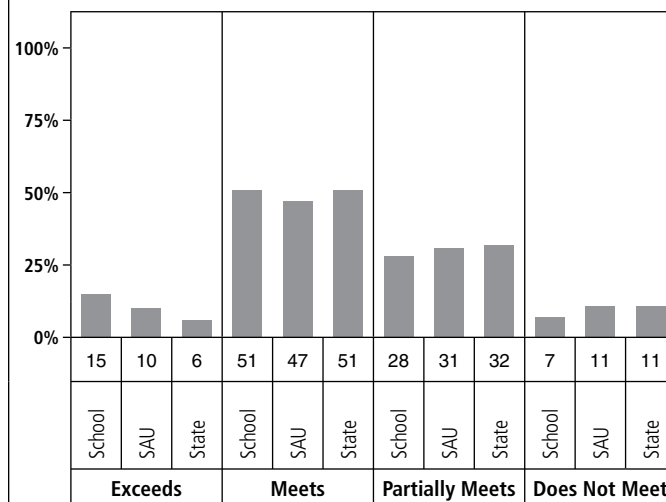
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 4
SAU: MSAD 09
School: Academy Hill School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology						School			SAU			State			
	School		SAU		State		School		SAU		State		School		SAU		State																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	61	100	184	100	14207	100	61	100	184	100	14181	100	61	100	184	100	14123	100	61	100	184	100	14115	99										
Ethnicity African American/Black	0	0	1	1	390	3	0	0	1	100	388	99	0	0	1	100	388	99	0	0	1	100	386	99										
American Indian or Native Alaskan	1	2	1	1	101	1	1	100	1	100	101	100	1	100	1	100	101	100	1	100	1	100	101	100										
Asian or Pacific Islander	3	5	3	2	263	2	3	100	3	100	259	98	3	100	3	100	262	100	3	100	3	100	262	100										
Hispanic	1	2	1	1	170	1	1	100	1	100	168	99	1	100	1	100	166	98	1	100	1	100	166	98										
Caucasian/White	56	92	178	97	13282	93	56	100	178	100	13264	100	56	100	178	100	13205	100	56	100	178	100	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100											
Identified disability	9	15	30	16	2524	18	9	100	30	100	2514	100	9	100	30	100	2498	99	9	100	30	100	2494	99										
Current LEP	1	2	1	1	385	3	1	100	1	100	377	98	1	100	1	100	383	99	1	100	1	100	380	99										
Economically disadvantaged	31	51	84	46	5587	39	31	100	84	100	5569	100	31	100	84	100	5538	99	31	100	84	100	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100											

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	37	61	130	71	10755	76	37	61	130	71	10730	76	37	61	130	71	10776	76						
Identified disability (PET/IEP)	3	8	5	4	375	3	3	8	5	4	374	3	3	8	5	4	384	4						
LEP	0	0	0	0	148	1	0	0	0	0	148	1	0	0	0	0	150	1						
504 plan	1	3	1	1	114	1	1	3	1	1	114	1	1	3	1	1	115	1						
Participation with accommodations	24	39	52	28	3298	23	24	39	52	28	3267	23	24	39	52	28	3215	23						
Identified disability (PET/IEP)	6	25	23	44	2013	61	6	25	23	44	1998	61	6	25	23	44	1986	62						
LEP	1	4	1	2	225	7	1	4	1	2	233	7	1	4	1	2	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	17	71	28	54	1046	32	17	71	28	54	1023	31	17	71	28	54	987	31						
Participation through alternate assessment (PAAP)	0	0	2	1	126	1	0	0	2	1	126	1	0	0	2	1	124	1						
Identified disability (PET/IEP)	0	0	2	100	126	100	0	0	2	100	126	100	0	0	2	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 09
School: Academy Hill School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	1	2	6	3	601	4
	2006-2007	2	4	6	3	507	4
	2007-2008	4	7	9	5	559	4
	Cum. Total*	7	4	21	4	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	32	64	91	51	7910	57
	2006-2007	41	76	117	66	8749	63
	2007-2008	35	57	96	53	8308	59
	Cum. Total*	108	65	304	56	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	12	24	62	35	3970	29
	2006-2007	9	17	40	22	3467	25
	2007-2008	20	33	59	32	3922	28
	Cum. Total*	41	25	161	30	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	5	10	20	11	1421	10
	2006-2007	2	4	15	8	1165	8
	2007-2008	2	3	18	10	1264	9
	Cum. Total*	9	5	53	10	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.9	64.4	29.1	60.6	29.7	61.9
Literary Text	24	50	16.6	69.2	15.5	64.6	15.5	64.6
Informational Text	24	50	14.2	59.2	13.6	56.7	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 09
School: Academy Hill School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	61	4	7	35	57	20	33	2	3	447	182	5	53	32	10	444	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										1						384	1	36	35	28	438
American Indian or Native Alaskan	1										1						101	1	46	44	10	442
Asian or Pacific Islander	3										3						259	6	61	22	11	445
Hispanic	1										1						164	0	45	38	16	440
Caucasian/White	56	4	7	33	59	17	30	2	4	447	176	5	53	31	10	444	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	9	1	11	3	33	4	44	1	11	446	28	4	14	54	29	437	2388	0	29	44	26	437
No	52	3	6	32	62	16	31	1	2	447	154	5	60	29	6	446	11665	5	65	25	6	446
Current LEP																						
Yes	1										1						373	1	32	35	32	436
No	60	4	7	35	58	19	32	2	3	447	181	5	53	32	10	444	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	31	0	0	12	39	17	55	2	6	442	83	0	40	45	16	440	5502	1	47	37	14	441
No	30	4	13	23	77	3	10	0	0	452	99	9	64	22	5	448	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	61	4	7	35	57	20	33	2	3	447	182	5	53	32	10	444	14048	4	59	28	9	445
Gender																						
Female	29	2	7	15	52	11	38	1	3	446	83	6	54	34	6	446	6959	5	61	26	8	446
Male	32	2	6	20	63	9	28	1	3	447	99	4	52	31	13	443	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	1										11	0	36	45	18	439	1890	0	37	46	17	439
No	60	4	7	34	57	20	33	2	3	447	171	5	54	32	9	445	12163	5	63	25	8	446
Gifted/talented program																						
Yes	1										2						266	21	74	4	0	456
No	60	4	7	34	57	20	33	2	3	446	180	5	52	33	10	444	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 09
School: Academy Hill School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	1	25	3	75	0	0	439	6	0	36	45	18	439	5	1	42	36	21	440
B. less than one hour	74	2	4	29	64	13	29	1	2	447	74	5	53	32	10	444	74	4	62	27	7	445
C. one to two hours	15	2	22	5	56	2	22	0	0	452	18	6	66	28	0	448	18	5	59	29	7	446
D. more than two hours	5	0	0	0	0	2	67	1	33	436	2	0	0	50	50	429	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	21	1	8	7	54	4	31	1	8	445	26	13	49	26	13	444	30	6	63	24	7	446
B. They match some of what I have learned.	59	3	8	24	67	9	25	0	0	449	55	3	61	31	5	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	10	0	0	2	33	3	50	1	17	439	12	0	43	38	19	440	12	2	46	37	15	441
D. There is no match.	10	0	0	2	33	4	67	0	0	441	8	0	29	50	21	438	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	31	1	5	13	68	5	26	0	0	448	34	8	67	20	5	448	35	7	66	20	6	448
B. good	43	2	8	16	62	6	23	2	8	447	44	4	51	35	10	444	51	3	60	29	7	445
C. fair	18	1	9	5	45	5	45	0	0	447	18	3	41	41	16	441	12	1	44	40	16	440
D. poor	8	0	0	1	20	4	80	0	0	439	4	0	13	63	25	436	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	38	1	4	9	39	11	48	2	9	443	28	2	37	47	14	442	19	2	46	34	17	442
B. about the same as my regular schoolwork	47	3	11	18	64	7	25	0	0	450	53	8	58	29	5	446	62	5	64	26	5	446
C. easier than my regular schoolwork	15	0	0	7	78	2	22	0	0	446	20	3	63	17	17	443	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	25	0	0	4	27	9	60	2	13	439	20	0	31	42	28	438	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	52	3	10	19	61	9	29	0	0	449	49	5	55	35	6	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	23	0	0	12	86	2	14	0	0	447	31	5	67	22	5	448	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	15	0	0	5	56	3	33	1	11	444	24	11	55	25	9	447	18	7	64	22	7	447
B. 20 minutes to an hour	38	2	9	16	70	4	17	1	4	449	40	3	63	26	8	445	55	4	64	26	6	446
C. less than 20 minutes	13	0	0	3	38	5	63	0	0	442	15	0	37	48	15	440	14	2	53	33	12	443
D. I rarely read at home.	34	2	10	11	52	8	38	0	0	447	20	5	43	41	11	443	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	22	0	0	9	69	4	31	0	0	445	20	0	47	44	8	442	23	3	50	34	13	442
B. six to ten pages	32	1	5	12	63	5	26	1	5	447	28	4	66	26	4	446	25	3	60	29	8	444
C. eleven or more pages	47	3	11	14	50	10	36	1	4	447	51	8	48	30	14	445	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										33	0	33	33	33	439						
B.	0										11	0	0	100	0	438						
C.	0										22	0	0	50	50	429						
D.	100	0	0	1	50	1	50	0	0	443	33	0	67	33	0	449						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 09
School: Academy Hill School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	5	10	9	5	1294	9
	2006-2007	2	4	10	6	1054	8
	2007-2008	5	8	19	10	1321	9
	Cum. Total*	12	7	38	7	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	22	44	70	38	7000	50
	2006-2007	29	54	91	51	7394	53
	2007-2008	32	52	78	43	7079	51
	Cum. Total*	83	50	239	44	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	14	28	61	34	3784	27
	2006-2007	20	37	52	29	3729	27
	2007-2008	18	30	61	34	3955	28
	Cum. Total*	52	32	174	32	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	9	18	42	23	1894	14
	2006-2007	3	6	25	14	1735	12
	2007-2008	6	10	24	13	1642	12
	Cum. Total*	18	11	91	17	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.7	64.7	9.1	60.7	9.5	63.3
Cluster 2: Shape and Size	14	29	9.1	65.0	8.9	63.6	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.3	66.0	3.2	64.0	3.4	68.0
Cluster 4: Patterns	14	29	10.1	72.1	9.7	69.3	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 09
 School: Academy Hill School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	61	5	8	32	52	18	30	6	10	446	182	10	43	34	13	444	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										1						386	4	26	34	36	434
American Indian or Native Alaskan	1										1						101	3	46	41	11	442
Asian or Pacific Islander	3										3						262	14	51	23	12	447
Hispanic	1										1						162	4	41	34	21	440
Caucasian/White	56	4	7	30	54	16	29	6	11	446	176	10	43	33	14	444	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	9	0	0	4	44	2	22	3	33	436	28	0	29	29	43	433	2372	3	31	36	30	436
No	52	5	10	28	54	16	31	3	6	448	154	12	45	34	8	446	11625	11	54	27	8	447
Current LEP																						
Yes	1										1						381	4	33	28	35	435
No	60	5	8	32	53	17	28	6	10	446	181	10	43	33	13	444	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	31	0	0	11	35	14	45	6	19	439	83	4	34	43	19	439	5472	5	41	35	19	440
No	30	5	17	21	70	4	13	0	0	454	99	16	51	25	8	448	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	61	5	8	32	52	18	30	6	10	446	182	10	43	34	13	444	13992	9	51	28	12	445
Gender																						
Female	29	2	7	13	45	10	34	4	14	445	83	8	45	35	12	445	6933	9	50	29	12	445
Male	32	3	9	19	59	8	25	2	6	447	99	12	41	32	14	444	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	1										11	0	45	45	9	440	1890	2	34	41	23	438
No	60	5	8	31	52	18	30	6	10	446	171	11	43	33	13	444	12107	11	53	26	10	446
Gifted/talented program																						
Yes	1										2						266	45	49	5	0	461
No	60	4	7	32	53	18	30	6	10	446	180	9	43	34	13	444	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 09
School: Academy Hill School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	1	25	1	25	2	50	435	6	0	27	45	27	437	5	6	34	33	27	438
B. less than one hour	74	4	9	24	53	15	33	2	4	447	74	12	43	33	13	445	74	10	52	28	10	446
C. one to two hours	15	1	11	6	67	1	11	1	11	449	18	9	50	34	6	446	18	10	52	28	10	446
D. more than two hours	5	0	0	1	33	1	33	1	33	435	2	0	25	25	50	434	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	43	2	8	15	58	8	31	1	4	449	42	14	43	32	11	446	38	13	56	23	8	448
B. They match some of what I have learned.	37	3	14	13	59	5	23	1	5	449	44	10	49	33	8	446	48	8	52	29	10	445
C. They match just a little of what I have learned.	15	0	0	3	33	3	33	3	33	436	12	0	24	48	29	435	10	4	35	39	22	439
D. There is no match.	5	0	0	1	33	1	33	1	33	434	3	0	20	0	80	424	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	44	4	15	12	44	9	33	2	7	447	43	15	49	23	13	447	35	16	55	20	8	449
B. good	38	1	4	14	61	6	26	2	9	446	43	8	39	42	12	442	48	7	52	31	11	445
C. fair	10	0	0	3	50	1	17	2	33	442	9	0	41	41	18	440	14	3	41	38	18	440
D. poor	8	0	0	3	60	2	40	0	0	447	5	11	33	33	22	442	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	0	0	1	17	2	33	3	50	432	16	3	31	41	24	438	15	4	38	33	25	439
B. about the same as my regular schoolwork	56	4	12	20	61	6	18	3	9	449	56	10	47	31	12	445	64	10	54	28	9	446
C. easier than my regular schoolwork	34	1	5	11	55	8	40	0	0	446	27	17	42	31	10	446	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	18	0	0	4	36	3	27	4	36	437	11	0	20	30	50	433	23	8	47	29	16	443
B. two or three days a week	28	3	18	8	47	5	29	1	6	448	32	11	40	37	12	443	36	11	54	27	9	447
C. two or three times each month	41	2	8	16	64	6	24	1	4	450	38	13	51	31	4	448	25	10	53	27	10	446
D. never or almost never	13	0	0	4	50	4	50	0	0	443	19	11	46	31	11	445	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	5	0	0	1	33	1	33	1	33	433	3	0	17	50	33	433	5	3	30	33	33	436
B. two or three days a week	5	0	0	3	100	0	0	0	0	449	8	0	40	33	27	437	19	8	50	30	12	445
C. two or three times each month	33	3	15	10	50	6	30	1	5	448	32	9	44	42	5	444	38	11	55	26	8	447
D. never or almost never	57	2	6	18	51	11	31	4	11	446	56	14	46	25	15	446	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	0	0	0	0	1	100	424	7	0	15	31	54	430	8	3	33	38	25	438
B. 30–45 minutes	23	2	14	7	50	4	29	1	7	445	22	10	40	35	15	442	27	6	48	33	13	443
C. 45–60 minutes	61	3	8	23	62	9	24	2	5	450	58	13	51	29	7	448	38	11	54	26	9	447
D. more than 60 minutes	15	0	0	2	22	5	56	2	22	436	12	5	27	50	18	439	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										33	0	0	33	67	427						
B.	0										11	0	0	0	100	412						
C.	0										22	0	0	50	50	419						
D.	100	0	0	1	50	1	50	0	0	444	33	33	33	33	0	454						

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 09
School: Academy Hill School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	3	6	6	3	751	5
	2006-2007	2	4	10	6	963	7
	2007-2008	9	15	19	10	882	6
	Cum. Total*	14	8	35	6	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	27	54	81	45	7251	52
	2006-2007	28	52	81	46	6824	49
	2007-2008	31	51	86	47	7130	51
	Cum. Total*	86	52	248	46	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	10	20	71	39	4514	32
	2006-2007	16	30	63	35	4382	32
	2007-2008	17	28	57	31	4433	32
	Cum. Total*	43	26	191	35	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	10	20	24	13	1458	10
	2006-2007	8	15	24	13	1735	12
	2007-2008	4	7	20	11	1546	11
	Cum. Total*	22	13	68	13	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	9.0	75.0	8.5	70.8	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.9	65.8	7.4	61.7	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.6	63.3	7.0	58.3	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	8.0	66.7	7.7	64.2	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 09
School: Academy Hill School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	61	9	15	31	51	17	28	4	7	448	182	10	47	31	11	445	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										1						385	2	27	35	36	434
American Indian or Native Alaskan	1										1						101	3	44	44	10	441
Asian or Pacific Islander	3										3						262	5	52	28	14	443
Hispanic	1										1						162	2	38	39	21	439
Caucasian/White	56	8	14	29	52	16	29	3	5	448	176	10	47	32	11	444	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	9	1	11	3	33	4	44	1	11	442	28	4	32	43	21	438	2370	2	32	41	25	437
No	52	8	15	28	54	13	25	3	6	449	154	12	50	29	9	446	11621	7	55	30	8	445
Current LEP																						
Yes	1										1						379	1	25	35	39	433
No	60	9	15	31	52	17	28	3	5	448	181	10	48	31	10	445	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	31	1	3	12	39	14	45	4	13	441	83	1	41	43	14	439	5470	3	41	39	18	440
No	30	8	27	19	63	3	10	0	0	455	99	18	53	21	8	449	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	61	9	15	31	51	17	28	4	7	448	182	10	47	31	11	445	13986	6	51	32	11	444
Gender																						
Female	29	4	14	14	48	7	24	4	14	446	83	11	49	29	11	445	6929	6	49	33	12	443
Male	32	5	16	17	53	10	31	0	0	450	99	10	45	33	11	444	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	1										11	0	36	64	0	439	1888	1	32	44	23	437
No	60	9	15	30	50	17	28	4	7	448	171	11	48	29	12	445	12103	7	54	30	9	445
Gifted/talented program																						
Yes	1										2						266	30	65	5	1	457
No	60	8	13	31	52	17	28	4	7	448	180	9	48	32	11	444	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 09
School: Academy Hill School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	2	50	1	25	1	25	437	6	0	64	18	18	441	5	4	37	36	22	439
B. less than one hour	74	6	13	25	56	12	27	2	4	448	74	11	45	31	13	444	74	6	53	31	10	444
C. one to two hours	15	3	33	3	33	3	33	0	0	454	18	13	53	34	0	448	18	7	52	32	8	445
D. more than two hours	5	0	0	1	33	1	33	1	33	440	2	0	25	50	25	438	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	20	3	25	3	25	5	42	1	8	447	24	16	41	34	9	446	24	9	53	28	10	446
B. They match some of what I have learned.	56	5	15	23	68	5	15	1	3	450	51	10	54	28	8	446	49	6	54	31	9	445
C. They match just a little of what I have learned.	20	1	8	3	25	6	50	2	17	443	20	8	42	33	17	442	21	4	47	36	13	442
D. There is no match.	5	0	0	2	67	1	33	0	0	446	4	0	38	25	38	436	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	33	6	30	9	45	5	25	0	0	454	33	17	38	42	3	447	25	9	53	27	10	446
B. good	39	2	8	16	67	5	21	1	4	449	46	6	60	23	11	445	54	6	55	30	9	445
C. fair	18	1	9	5	45	3	27	2	18	442	16	14	43	25	18	443	19	3	43	40	15	441
D. poor	10	0	0	1	17	4	67	1	17	437	6	0	20	40	40	433	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	23	1	7	4	29	8	57	1	7	443	18	12	39	39	9	444	22	5	45	35	15	442
B. about the same as my regular schoolwork	54	5	15	19	58	7	21	2	6	449	56	11	51	28	10	446	62	7	53	31	9	445
C. easier than my regular schoolwork	23	3	21	8	57	2	14	1	7	450	26	9	48	28	15	443	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	15	3	33	4	44	2	22	0	0	454	18	12	33	42	12	443	24	7	48	33	12	444
B. a few times a week	44	4	15	18	67	4	15	1	4	449	59	9	54	28	8	445	53	7	54	31	9	445
C. once a week	8	0	0	1	20	2	40	2	40	434	9	13	50	13	25	444	9	6	46	33	15	442
D. a few times a month	33	2	10	8	40	9	45	1	5	447	13	13	38	38	13	446	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	17	1	10	6	60	3	30	0	0	449	12	5	59	32	5	445	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	22	1	8	7	54	5	38	0	0	446	37	6	45	37	12	443	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	25	1	7	8	53	5	33	1	7	445	26	9	46	33	13	443	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	37	6	27	9	41	4	18	3	14	451	25	23	48	18	11	450	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										33	0	33	33	33	439						
B.	0										11	0	0	100	0	438						
C.	0										22	0	50	0	50	430						
D.	100	0	0	1	50	1	50	0	0	441	33	0	67	33	0	445						